

UNIVERSITI TEKNOLOGI MARA

**ORAL READING FLUENCY
AND SENTENCE PROCESSING
TASKS AMONG PRIMARY ONE
PUPILS IN S.K. RASO**

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Dissertation submitted in partial fulfilment
of the requirements for the degree of
Master of Education (TESL)

Faculty of Education

February 2015

AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my of work, unless otherwise indicated or acknowledged as referenced work. This dissertation has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

The aim of this thesis was to find out relationship between passage oral-reading duration with word-reading behaviours, investigate effectiveness of sight words intervention on oral reading fluency (ORF) and examine tasks of sentence processing (SP) the participants carried out during the fluency assessment. This thesis first investigated students' ORF after a series of whole-class sight word instruction and small-group sight word intervention in addition to whole-class sight word instruction. Learning instructions and intervention activities were followed by reading assessment segments. Second set of similar study were applied following completion of previous set. Quantitative analysis were made on students' word-reading measures: error, accuracy, self-correction rate and passage-reading measures: reading times. There were high correlations between word-reading measures with passage-reading measure. Reading durations were regarded as students' ORF. Norm-referenced tests and criterion-referenced tests analysed pupils' ORF changes. Their reading times were charted for A-B-A single subject research designs. Sight words intervention in this study helped increased students' ORF. Their reading speed increased overtime. From field notes case study, the proposed SP among students involved tangible and intangible tasks. Conclusion addressed pedagogical implication of this research that includes efficiency of sight words skills, story passage skills and continuous reading fluency assessment.

ACKNOWLEDGEMENT

I thank the Lord for providing me guidance in writing this dissertation. I thank the angels for helping in taking care of me. Assoc. Prof. Dr. Bromeley Philip as my supervisor helped me in gaining clarity in reporting this research. Thanks to Wendy Rundai Anak Apau for lending her PC at critical times. Pamella Lanyau ensured useful stationeries were within my reach. Jenn Lanyau helped simplified certain explanation on study design. Diana Menau Anak Jantan guided me in using the university's website for accessing literatures. Lydia Zeta Anak Stavy discussed report writing layout. I thank the teachers involved in peer-debriefing session. Ben suggested ways to calculate time averages in minute and seconds measurements. Thanks to colleagues who shared views in validating instruments. Leo Watson gave instruction on hardbinding of thesis. The lecturers guided with their helpful feedback. Staffs at the school and UiTM education faculty graduate offices showed their support throughout this research. I thank my family for their love and support.

I especially dedicate this assignment for my mother and father. Many thanks can never be near adequate. It is also for a girl of a time with a headlamp.

CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

This study chose a two tiers intervention program emphasizing on sight words learning in the classroom within the context of whole-class and small-group reading to examine pupils' oral reading fluency (ORF) achievement. A group of pupils who read with struggle and took longer time to recognize sight words during screening process was selected as participants for the study.

This research used a combination of quantitative and qualitative methodologies. Direct administration of survey method was used to collect information on scores for oral passage-reading time and word-reading measures from the small group of participants to answer first question. The designs used in this study consisted of quasi-experimental single-subject research using specific method of reversal (A-B-A) design to answer second research question. Third research question involved case study design using field notes observation methods.

Two similar single-subject research designs were conducted consequently across time with the same participants for survey of information on passage-reading and word-reading, to examine effects of same type of intervention on pupils' ORF. Group data were combined from both designs to provide an overall result. Field notes observations were obtained through instrument called running record. Running record were self-developed fluency assessment forms adapted from source of literatures.

The differences between the pupils' scores in baselines and in post interventions are the focus of this study. Pupils' ORF were measured in assessments segments in two study sets. This provided two groups of scores from the same participants. Descriptive statistics computations were performed to calculate frequencies and means scores from all tests.